DOCUMENT RESUME

ED 205 220 IR 009 532

AUTHOR Thwaits, Margaret B.
TITLE Academic Library Instruction Program for Developmentally Disabled Adults.
INSTITUTION Colorado State Univ., Ft. Collins. Libraries.
PUB DATE 79
NOTE 21p.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Adult Education; *Adult Programs; *Adult Reading Programs; College Libraries; *Developmental Disabilities; *Library Instruction; Library Skills; Postsecondary Education; *Reading Difficulties

ABSTRACT

A library instruction program for developmentally disabled adults was developed at Colorado State University, and taught in combination with a course in reading skills during the spring semester of 1979 at the University's College for the Living. The outline for the course describes its objectives for providing developmentally disabled adults with everyday coping skills, academic skills, personal interests, and job related skills; suggests learning activities; and provides a pre-test and post-test assessment. An analysis of the course follows the progress of two students, both of whom had completed the twelfth grade in special education classes. Problems revealed were primarily related to the limited reading skills of the participants. Before and after measurements of the exposure to the university libraries showed a degree of success; however, the lack of easy level reading material in a research library was a major problem, and it was concluded that it would be more appropriate to teach such a course in a public library. Examples of exercises used in the course are appended. (Author/RAA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED205220

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Academic Library Instruction Program

for

Developmentally Disabled Adults

Margaret B. Thwaits
Assistant Reference Librarian
Colorado State University Libraries
Fort Collins, Colorado

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Martha B. Thwaits

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

IR009532

I. Overview

The College for Living Program at Colorado State University was established in 1977 and is offered through the Center for Continuing Education. Courses are designed to enhance personal, community living, and job related skills of developmentally disabled adults in Larimer County. (Developmentally disabled refers to disabilities that occurred during the developmental period such as mental retardation, epilepsy, autism, dyslexia, cerebral palsy, and certain learning disabilities). The courses are taught by volunteer teachers and teacher aides. There is a maximum of ten students per class and a minimum of two instructors per class. Tuition is charged (a nominal fee) to insure that the students realize that this is a college course. The students are accepted as Continuing Education students with all of the same rights and privileges.

The program objectives for the College for Living are as follows:

1) To encourage the personal and social development of Larimer County developmentally disabled adults through provision of courses in the following areas:

A. Everyday coping skills
B. Academic skills
C. Personal interests
D. Job related skills

2) To selectively recruit, screen, and orient volunteer College for Living teachers, teacher aides and resource people.

3) To continuously evaluate the program to assess the extent which it is meeting personal and social development objectives of program participants.

With these objectives in mind, it was decided that a course in library skills would be appropriate. Since the students had library borrowing privileges at Colorado State University Libraries, and because they were attending classes on campus, a course outline was designed that would teach the students how to use the academic library available to them.

II. Curriculum Development

There has been little written about teaching library skills to adults who are developmentally disabled. Most of the library literature focuses on programs for mentally retarded adults and children enticing them into the library world. Educational literature centers on teaching skills to children. The method used had to combine an elementary learning level with adult interests.

A combination of bibliographic instruction models was used to develop this course. By searching the indexes to Resources in Education, several examples were found for methods of teaching. The Handbook for Elementary Library - Media Instruction[1] provided basic skills outlined in simple form as well as ideas for exercises. Examples of pretests and posttests were found in Using the Library: The Card Catalog.[2] Also, ideas were gleaned from library exercises developed at Colorado State University by Betty Hacker, assistant reference librarian, for basic composition classes taught to freshmen. The Poudre R-1 School District provided exercises taught in elementary school media centers and these were altered with simple adult titles. Some useful books were:

Aldrich, Ella V. Using Books and Libraries. 4th ed. Englewood Cliffs, NJ: Prentice Hall, 1960.

Gates, Jean Key. Guide to the Use of Books and Libraries. 2nd ed. New York: McGraw Hill, 1969.

Lolley, John L. Your Library: What's in it for You? New York: Jon Wiley and Sons, 1974.

Santa, Beauel M. and Hardy, Lois Lynn. How to Use the Library. Palo Alto, CA: Pacific Books, 1966.

---

[1] Handbook for Elementary Library - Media Instruction. Revised edition. Contra Costa County Department of Education, Pleasant Hills, California. Educational Media Services, (Arlington, VA: ERIC Document Reproduction Service, ED 125 652, 1975).

[2] Bradshaw, Charles I., et al. Using the Library: The Card Catalog. (Arlington, VA: ERIC Document Reproduction Service, ED 062 992, 1971).

When formulating the exercises and methods of teaching, a useful strategy was found in Educating Exceptional Children.[1] Some of these were:

a. Never let the person fail.
b. Find the optimum level at which the person should work.
c. Proceed in a systematic step-by-step fashion.
d. Limit the number of concepts presented in any one period.
e. Provide success experiences.

III. Course Outline

The course outline which follows was based on a model prescribed by the coordinator for the College for Living at that time, Joanne Roderfeld. Her recommendations were: 1) Purpose; 2) 4-6 objectives; 3) Pre-and post-assessment; 4) Learning activities and materials. In addition, she suggested that the skills provide realistic experiences and most importantly, that the students succeed at one thing each class session.

The course outlines are kept on file in the College for Living office to be used as a general guide by others teaching the class. The learning activities are suggestions that may or may not be followed. The pretest and posttest are not actual examinations but serve as a measurement of achievement by the student.

PURPOSE

> The purpose of a library skills workshop is to acquaint students with the function of a library and to learn how to discover knowledge in books and periodicals. The course will include learning how to borrow books and periodicals; fundamental uses of basic reference sources; how to use the card catalog; and locating materials in the Colorado State University Libraries.
>
> People who may be limited by mobility have an opportunity to explore endless worlds in a library. The key to this is to understand how material is arranged and how it may be obtained. Library skills can be learned by everyone for enhancement of their education and lives.

---

[1] Samuel A. Kirk, Educating Exceptional Children, 2nd edition. (Boston: Houghton Mifflin, 1972) p. 214-216.

LIBRARY SKILLS

Prerequisite: Students must have at least a good reading ability and understand alphabetical and numerical sequences.

OBJECTIVES:

1) The student will understand the function of a library and be able to check out and return materials.
2) The student will learn where to locate basic information by using reference tools:
   a. Dictionary
   b. Encyclopedia
   c. Almanac
3) The student will demonstrate the ability to look up a subject, author, or title in the card catalog and locate the piece in the C.S.U. Libraries.
4) The student will demonstrate the ability to look up a periodical and locate it in the C.S.U. Libraries.

PRETEST ASSESSMENT

1) What must you have with you to check out library materials?
2) What basic reference book would you use to find out the meaning of a word?
3) In what order is the author's name written on the catalog card? Give example.
4) In which drawer would you find the magazine National Geographic? (Circle correct answer).
   a) N-Naturalists b) Newsweek-Okitsu
5) True or False. (Circle correct answer). If you have difficulty finding a book, ask the librarian for help.

POSTTEST

1) When you want to find out about something in a library, where is a good place to begin?
2) Where can you find out how to pronounce the word "cerebral"?
3) To find the book And Be a Villain in the card catalog you would look under the word _____.
4) What composes a call number?
5) True or False. (Circle correct answer). If you do not know the author of a book, you cannot find it in the library.
6) Bound periodicals are arranged by: (Circle correct answer).
   a) call number b) title

LIBRARY SKILLS LEARNING ACTIVITIES

OBJECTIVE 1: The student will understand the function of a library and be able to check out and return materials.

The function of a library can best be introduced by a short tour of the facility. Emphasis upon the reference area as a starting point to answer questions, either simple or complex is important. It should be noted that the reference librarian is located there to assist the public, so one should not hesitate to go to the reference desk for assistance of any kind. An explanation of the process of charging out books and returning them by the due date should be included as well as what the student needs in the form of identification.

OBJECTIVE 2: The student will learn where to locate basic information using the following reference tools: a) Dictionary, b) Encyclopedia, c) Almanac

A. Dictionary
   1. If the student has a dictionary, ask him or her to bring it to class.
   2. A general word English dictionary should include pronunciation, derivation, part of speech, meaning, spelling, syllabication, and sometimes, antonyms and synonyms.
      a. Ask each student to either pick a favorite word or just randomly choose. Let each person spell, pronounce, and explain the meaning. Other information may be added.
      b. An explanation of parts of a dictionary may be found in Guide to the Use of Books and Libraries (2nd ed.) by Jean Gates. (p. 85) Also, most dictionaries contain explanatory charts.

B. Encyclopedia
   1. The World Book Encyclopedia is a good example of a basic readable encyclopedia. Its purpose is to provide brief information in all areas of knowledge.
      a. Assign each student a topic in a different volume and ask them to briefly report on what is written.

C. Almanac
   1. An almanac is a collection of miscellaneous facts and statistical information.
      a. Provide fun examples of the different kinds of information that can be found in an almanac. Point out the importance of the index.

OBJECTIVE 3: The student will demonstrate the ability to look up a subject, author, or title in the card catalog and locate the piece in the C.S.U. Libraries.

A. Classification
   1. Definition: "Classification is the systematic arrangement of objects, ideas, books or other items which have like qualities or characteristics into groups or classes." (p. 41 - Gates)
   2. Books in a library are arranged in a classification system in order to make it easier to locate items. The C.S.U. Libraries uses the Library of Congress classification which is a combination of numbers and letters. In this way, books on the same subject are placed in the same general area in the library. All materials at C.S.U. Libraries have a classification number.
   3. Top line-class number. Refers to subject and is read in sequence.
      PA before PB
      PE before PN
      a. Practice reading the top line by telling what letters precede another as illustrated above. Be sure this is understood before going on to the next step.
      b. Practice reading letter and number sequences by placing a series of class numbers in order (just top lines). Ex: PN199 before PN1994
   4. Bottom Line-author number. Read as a decimal..A7, .A86, .B63
      a. Practice reading the decimal numbers separately; put two lines together and proceed to next step.
      b. Practice putting the whole call number in order by arranging a series of call numbers on a sheet.
      c. Practice reading call numbers on actual catalog cards and putting in order.
      d. Identify the call number on books and periodicals.

B. Catalog Card
   1. To locate books in the C.S.U. Libraries, the important points to identify on the catalog card are: Call number, author, and title.
   2. Explain the parts of a catalog card. Information on this can be found in the books listed in the bibliography in the end of this outline. [Refer to list of books on p. 2]
      a. With different examples, have students identify the parts of a catalog card: author, title, and call number.
      b. On a sheet of paper, fill in the missing information from a catalog card. Ex. Author Susann, J.
         Title _____
         Call No._____

C. Guide Cards
   1. Each drawer has a guide card that indicates where the alphabet begins and ends in that drawer. Ex. Author: Black, D. - Blanchar; Titles: Artist - Assorted; Subject: Poe - Poets.
      a. In which drawer would you find a book by Jacqueline Susann? Practice with authors, titles and subjects using a list with examples of guide cards from which to choose.

D. Library Catalog
   1. At C.S.U. Libraries, the printed 3"x5" cards are filed alphabetically in trays in a central cabinet. This one unit has 3 sections: Author, Title, and Subject. These are indicated at the top of the card catalog.
      a. Author section
         1. Emphasize arrangement is alphabetical by last name of author
         2. Answers question - has the library a book by a certain author?
         3. Practice identifying author's last names from a list.
      b. Title section
         1. Alphabetical word-by-word in the title deleting A, An, or The.
            a. Practice alphabetizing single words
            b. Practice alphabetizing titles of more than one word.
            c. Practice finding author and call number for books using titles beginning with a, an, or the and others beginning with and.
      c. Subject section
         1. Subject entries are typed in red on guide cards and filed alphabetically by the first word in the entry. The subject entry describes the content of the book in a few words.
         2. Emphasize asking the reference librarian for assistance if there are any problems or questions.

E. Library Locator
   1. By looking at this leaflet and checking the first letter on the top line of the call number, you can determine which floor the book is located.
      a. Practice with call numbers and locators. PN86 What floor?
         X7
   2. Also, on the locator is a list of special symbols that may be on a catalog card. Explain these various symbols and note especially -"Folio".
      a. Practice locations using "Folio" call numbers.

F. Locating Books on Shelves
   1. Practice reading call numbers again and arrange cards in order.
   2. Practice finding books on a book truck.
   3. Practice by giving a call number to the student and have them go to stacks and find the book and write the call number or title next to it.
   4. Give the student a call number and have them locate the book on the shelf and bring it to the instructor.
   5. Give the student authors and titles or let him or her choose one, locate in the card catalog, find it on the shelf, and if desired, check out of the library.

OBJECTIVE 4: The student will demonstrate the ability to look up a periodical and locate it in Morgan Library.

There are 2 kinds of periodicals in the C.S.U. Libraries:
a. Bound
b. Unbound

A. Bound periodicals are listed in the serials record by volume number and usually date. These can be located by noting the call number and going to the appropriate floor (like books) according to the library locator.
   1. Practice by having student look up titles of bound periodicals. Have them note the last volume or date listed and then retrieve any bound volume of that periodical.

B. Current, or unbound periodicals will not be listed in the serials record, but a call number is needed to identify the floor location.
   1. Have student find the current issue of same above periodical by going to the current display shelves on the correct floor. Note that these are arranged alphabetically by title. Also note: Be sure and choose a periodical whose current issues are on display as some titles are by call numbers only.
   2. Explain the checkout time period for the current periodicals.

At all times, emphasize asking the reference personnel for assistance if there are any problems or questions.

IV. Analysis of Course

The format of the course was that it met for two hours weekly in a library classroom on Thursdays. (The end of the week may or may not be significant). The coordinator, Jan Johnsen, suggested that the library skills be combined with a reading skills class, and this turned out to be an excellent correlationship.

Both classes were taught by two experienced volunteer teachers and one volunteer aide who was a professional librarian. Training consisted of one five-hour general orientation session and one three-hour follow-up to discuss specific problems.

At registration, the reading and library skills course was limited to the highest functioning students enrolled in the College for Living. This meant that they had graduated from high school or had equivalent experience. Most students were employed. Their reading levels varied, but most were on a very basic level and needed much assistance.

In order to assess the library skills course, progress of two student participants will be outlined. Impressions of the two students, Ed and Molly, (not their real names), on the first night of class:

Ed - very bright; has a job and rides a motorcycle; attended Junior College and took some art classes; has a problem with reading.

Molly - very quiet, shy; lacks self-confidence, but otherwise smart.

Reading profiles at a later date, it was learned that Ed had epilepsy which could result in loss of control in his arms and legs. He had completed the twelfth grade in special education classes. Molly was professionally assessed as mentally retarded. She also had completed the twelfth grade in special education.

On the first night, the pretest for the library skills was given. The words in the test were too difficult, and the class did not understand question #3. (See #3 of Pretest). With assistance from the instructors, Molly and Ed answered the questions successfully and participated in a mini-tour of Morgan Library. Molly filled out a borrower's privilege card to enable her to check out materials.

The assignment for the second week was to bring a dictionary to class if the students owned one. Molly and Ed each brought their personal dictionaries and after a brief discussion of the function of a dictionary, the students were asked to look up any word. Ed chose the word "art" and Molly tried "baseball". They each had difficulty locating the words in the dictionary but read the definitions without much trouble. It was observed that a simple dictionary with adult definitions is a necessary item to be developed in teaching retarded adults.

The third evening was spent practicing alphabetization (see appendix #1 and 1a) in preparation for using the card catalog and using the Library of Congress classification. Time did not allow for discussion of the encyclopedia so the students looked up items in the World Book Encyclopedia which interested them.

Ed investigated the subject karate. Molly had problems finding a topic and looking it up, so she was encouraged to find a sport as that seemed to catch her enthusiasm with the dictionary exercise.

The fourth week, an exercise was developed that would practice various skills. (See appendix #2). Molly and Ed had difficulties with this primarily due to poor reading skills. With assistance from the instructors, each one finished sections I-III. It was noted that Molly got discouraged easily and had to be urged to finish. A lecture was presented discussing classification and comparing it to the yellow pages or classified ads. Then, call numbers were introduced by writing them on the blackboard and having students locate the call number on the books. The students were requested to complete the last two exercises on the sheet.

On the fifth week, the different kinds of cards were introduced with only the essential items on the cards being explained. Call numbers were reviewed. Discarded catalog cards were passed out and the students were told to write down the call number, author, and title. Each student did between four and five. Molly and Ed assisted each other and were able to complete the exercise successfully. During the latter weeks, Molly and Ed worked together in many of the exercises and completed problems and exercises.

The sixth week was Open House. Parents, family, guardians, and friends were invited to the College for Living and observe or participate in the class. The instructors and aide went on with class as usual by having the students do some reading. Molly was trying to read and began to get very frustrated with the noise and commotion from the visitors. After ten minutes of this, she came to the teacher's aide nervous, agitated, stammering - and asked to sit outside the room to read. The library lesson was planned to be in the reference area where the students were given call numbers and titles of books to locate in the smaller area of the library. This appeared to be an excellent time to slip away with Molly so she could relax. She required a great deal of encouragement to overcome her insecurities and much help to

understand the arrangement. She did begin to catch on and after finding eight books with some assistance, she was told she had to find the last book without any help. With encouragement of "You can do it", she looked and looked for several minutes and spotted it. She was extremely proud of herself and her self-confidence was restored. This was a very rewarding moment for both student and teacher's aide.

A lesson on the author, title, and subject sections of the card catalog was given on the seventh class night. Important concepts were: author - last name first; title - delete the words a, an, the. The author cards were understood very well, but some difficulties resulted when the title cards contained the three magic articles. The class appeared to understand, but lost the whole concept after a few minutes lapse. There were never enough drills!

The last concept introduced was the use of guide cards on the catalog drawers. Since the students had difficulty with alphabetizing and words, it is understandable that the complexities of the Colorado State University Libraries' card catalog would be a barrier. They did very well with the simple diagram: [A-C] & [D-F], but were stumped with diagrams of actual drawers [Rope-Rupture], [Armies-Art], [Dillon-Dixon]. It was too complex for them and the pressure of time did not allow alternative learning devices. Homework was required for extra practice in these exercises. (See appendix #3).

The highlight of the evening was when Ed remembered what call numbers were all about!

The last evening for Molly was triumphant. The finale was to look up a book in the card catalog and locate it on the shelves in the library. After a brief practice with the Colorado State University Library Locator, Ed and Molly set out together with the aide. By assisting each other, Molly and Ed found a book on cats in the subject side of the card catalog. Ed wrote down everything he had learned - author, title, and call number on a slip of paper. With the teacher's aide guiding

them through the steps, they consulted the locator and decided the book was on the second floor. The most difficult part was finding the exact book on the shelf, but between the two of them, Molly discovered it and again was exultant. She was so proud of herself, she wanted to keep the piece of paper with the information about the book!

The process was repeated when Ed looked for a book on guitars. By helping each other, they completed the exercise as well as many of the entering freshman at Colorado State University. Ed had much difficulty finding the call numbers on the shelf. This could have been due to no prior experience or practice in the reference area as he had been absent on that day.

On the last night of class, almanacs were briefly discussed. (Only two students were in attendance). Ed took the posttest and did very well. It had been modified when it was realized that the words were too difficult for the class in the original test. (See appendix #4).

V. Summary

To summarize, the course was most satisfactory to participants and instructors. It was deemed so because of the measurement before and after exposure to Colorado State University Libraries. The students came into the program with little idea of library terminology and by the end of the course, they could proceed through the steps of locating a book with some guidance. This is a gratifying achievement when it is observed that a great number of "regular" college students cannot begin to figure out library procedures.

There were definite problems associated with the library skills course. First, the time factor was prohibitive. Since it was combined with another course, very often it was difficult to "change gears" from one subject to another. The students move at a very slow pace so blocks of time were not always anticipated correctly. On the other hand, the library skills were intense and breaks from it were necessary. Ideally, meeting twice a week for one hour might solve this problem, but this

flexibility is not feasible for the College for Living Program at this time. Also, because of the time factor, the section on periodicals was never attempted.

A problem that was evident from the conception was the lack of appropriate material for these adults. Since Colorado State University is primarily a research library, easy-level reading material is lacking. It was evident that the public library would have been more appropriate for their needs, but the classes are held on campus and the students do have borrowing privileges as Continuing Education Students. Thus, because of insurance liability and transportation difficulties, the course was designed for the academic rather than the public library. It has been suggested that if arrangements can be made, the course will be redesigned for the public library.

Another problem was lack of materials and equipment for students with visual impairments. (There were two persons in this particular class). This increased the problems of teaching although a large-print typewriter was used for homework exercises as well as a large-print dictionary in the dictionary exercise.

As an experiment, the library skills course could be considered successful. With modifications, the course could be more beneficial to its participants and still maintain a high-level of learning for developmentally disabled adults. With hopes for the future, library skills will continue to be taught so that all of those who are able can discover new worlds.

ALPHABETIZE

Burn

Brick

Bar

Bear

Blow

Dam

Dog

Dye

Dime

Draw

Hide

Hair

Hurt

Horse

Heart

Paint

Point

Pin

Punch

Pen

THE CARD CATALOG

Put authors in alphabetical order. Remember: alphabetize by last name!

1. Alfred Hitchcock
2. Sheila Burnford
3. Mary Stewart
4. Louisa May Alcott
5. James Michener
6. Will James
7. Irving Stone
8. Jack London
9. Laura Ingalls Wilder
10. Anne Frank

I. Put words in alphabetical order:

1. Age_____
2. Air_____
3. Ash_____
4. Art_____

1. Eye_____
2. Elk_____
3. End_____
4. Earth_____

1. Law_____
2. Low_____
3. Life_____
4. Lie _____

1. Gas _____
2. Gold_____
3. Girl_____
4. Glue_____

II. Which letters come first?

JQ
Example: JK answer
JK

NA
_____
ND

PN
_____
PC

HC
_____
HD

CA
_____
CD

R
_____
RC

SB
_____
SF

III. Which letter and numbers come first?

JQ1502
Example: JQ1502 answer
JX3695

RC483
_____
RD589

HC1062
_____
HC110

RC110
_____
RC483

CL737
_____
CA31

PN199	GV100
_____	_____
PN1994.4	GV1001

IV. Put these call numbers in order as they would be on the shelf:

DS740 .T79	JC150 .T8	PZ3 .H468
QD476 .W47	DS777 .T85	SF995 .W5
HF1010 .L4	HV248 .V63	QA31 .A6896

V. In a classification system, all books on the same _____ are placed together.

Freedman, B.	Freeman - Frey (1)	Franklin, B. - Freeling (2)
Kennedy, J.	Keep - Keltz (1)	Kelvin - Kentuckian (2)
North, Sterling	Nore - North Carolina (1)	Norton - Nuggets (2)
West, Jessamyn	Welsh - West, M. (1)	West, N. - Western (2)
Old Yeller	Official - Olden (1)	Older - On the Poet (2)
Born Free	Bug - Bulletin (1)	Book of Nature - Botvinnick (2)
So Big	Shelf - Short (1)	Slogum - Social (2)
The Diary of a Young Girl	Dig - Dirt (1)	Diagnosis - Dictionary (2)
Art	American Poets - Amu (1)	Armies - Art-Boston (2)
Baseball	Barbers - Bass Viol (1)	Blackberries - Blood (2)
Horses	Hay - Heart (1)	Horsemen - Hostility (2)

1) Where can you find out the meaning of the word "glack"? _____

2) To find the book And Be a Villain in the card catalog, you would look under the word_____.

3) True or False. (Circle correct answer). If you do not know the author of a book, you can not find it in the library.

4) Every book in the library has a _____ which is a code of letters and numbers just for that book.

5) In which drawer would you find the book The Diary of a Young Girl? (Circle correct answer).

a) Dig-Dirt b)Diagnosis-Dictionary